

# **APPENDIX B**

## **Introduction to Scoring**

### **Presentation of School Readiness Information**

#### **Definitions**

#### **School Readiness Information for:**

**❖ Maryland**

## Introduction to Scoring

The scoring of the 30 selected Work Sampling System (WSS) indicators for kindergarten, representing seven curricular domains, was done by classroom teachers assigning one of three ratings, *Proficient*, *In process* or *Needs Development*, in each of four indicators within six domains and six indicators within the domain, Language and Literacy. Thus, a student is being evaluated for 30 specific skills and behaviors that are aggregated into the domains of Social and Personal, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, and Physical Development. In addition, a composite score, representing all seven domains, was created. In the aggregated format, the scores reflect school readiness levels. The following specific steps were taken to create scoring scales for each domain and the composite.

1. Each of the scores at the indicator level was given the following values.
  - Proficient = 3
  - In Process = 2
  - Needs Development = 1
2. The sum is calculated for the four indicator values from six of the domains and the six indicator values from Language and Literacy.
3. The sums were then divided into three readiness levels.

**For Language and Literacy:**

  - Full Readiness = sums of 18, 17, 16 & 15
  - Approaching Readiness = 14, 13, 12, 11 & 10
  - Developing Readiness = 9, 8, 7 & 6

*For the Domains with 4 Indicators*

  - Full Readiness = sums of 12, 11 & 10
  - Approaching Readiness = sums of 9, 8 & 7
  - Developing Readiness = 6, 5 & 4
4. The following definitions were developed for the readiness levels.
  - **Full Readiness:** Students consistently demonstrate skills, behaviors, and abilities needed to meet kindergarten expectations successfully.
  - **Approaching Readiness:** Students inconsistently demonstrate skills, behaviors, and abilities needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators.
  - **Developing Readiness:** Students do not demonstrate skills, behaviors, and abilities needed to meet kindergarten expectations successfully and require considerable instructional support in several domains or many performance indicators.
5. A similar process allows for all indicator values to be summed across domains and then place in the same three proficiency levels with the following values.
  - Full Readiness = sums of 71 through 90
  - Approaching Readiness = sums of 50 through 70
  - Developing Readiness = sums of 30 through 49

It is with the categories of Full, Approaching and Developing Readiness within domains and at the composite level that all data are reported.

## **Presentation of School Readiness Information**

There is a five-page report on the school readiness information for the state of Maryland.

The first chart provides the percentage of students across the three readiness levels for each of the seven domains and the composite of the domains. The bar graphs describe the percentages of entering kindergarten students whose scores fall into any of the three readiness levels (i.e., full, approaching, developing readiness levels).

The second page with the table provides the disaggregation of the same information for each of the seven domains and the composite of the domains by the following demographic variables:

- Race/ethnicity
- Gender
- Prior care
- Students with disabilities in special education
- Students with limited English proficiency
- Students enrolled in the free and reduced priced meals program

This table breaks out the information from the aforementioned first chart into percentages of students for each of the readiness levels by domain and the composite of domains.

The third chart lists the number of kindergarten students in each category. Note that the number of students (i.e., cases used to compute the percentages) differs among the domains and the composite. The difference is explained as errors in completing the assessment forms (e.g., incorrect markings on the scanned forms, damaged forms, or missed items.)

The two charts on the fourth and fifth pages describe the *composite scores*, which appear on the right hand side of the previous table and present them as bar graphs.

Local school systems received school readiness information for each of their elementary schools.

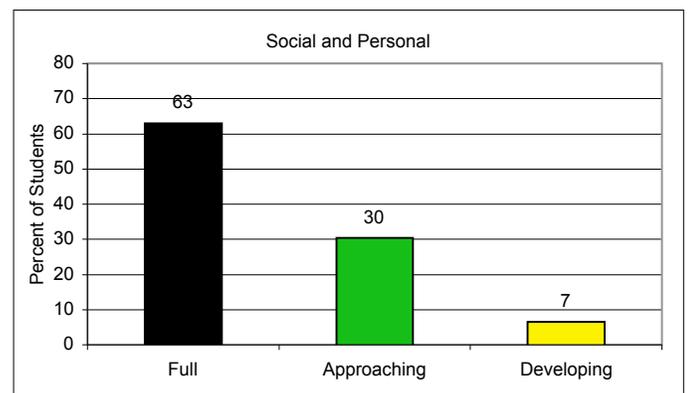
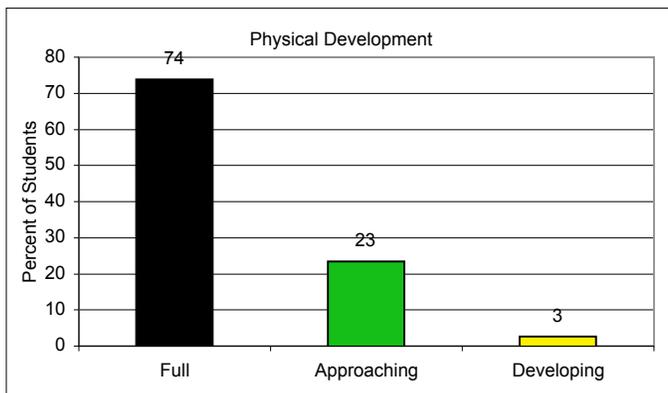
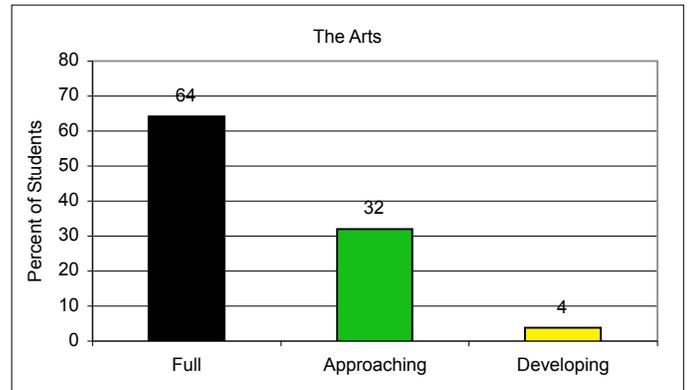
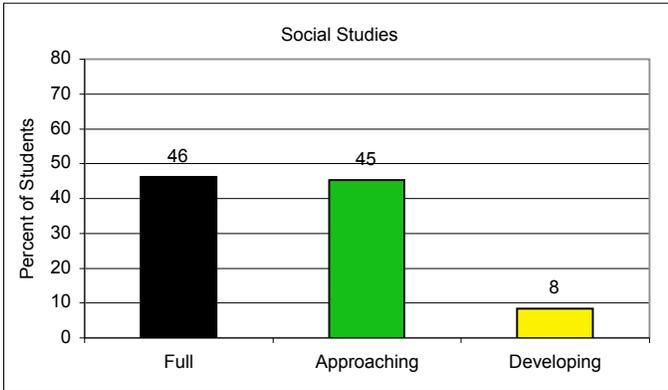
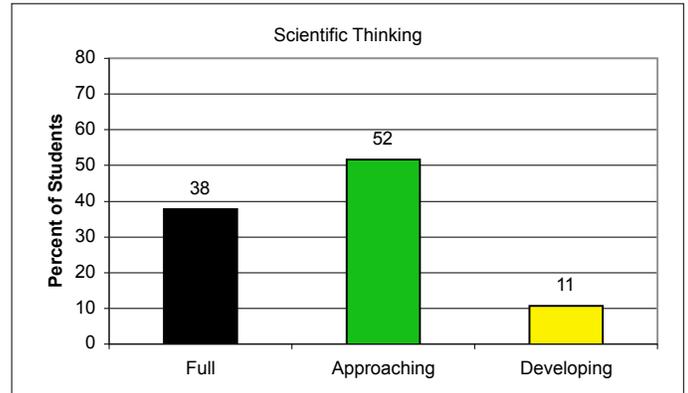
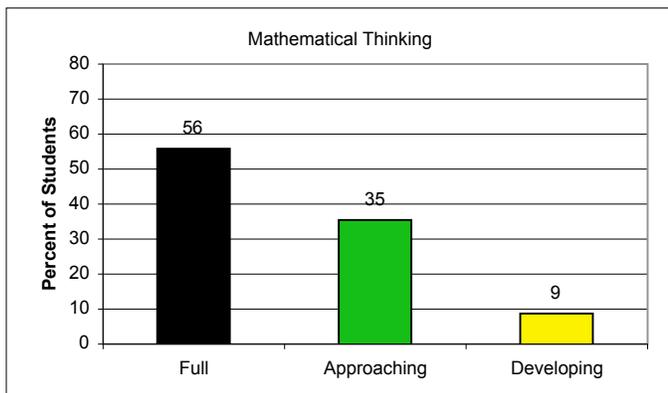
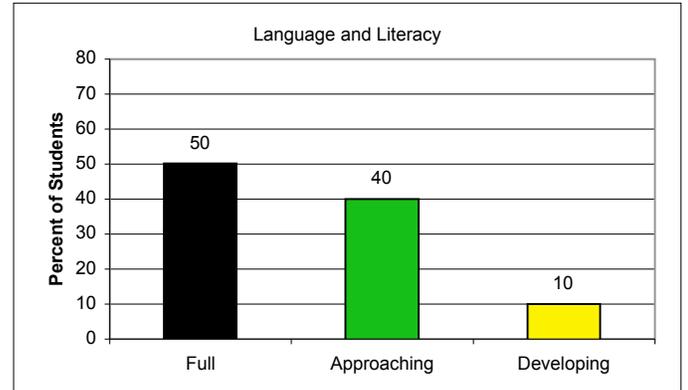
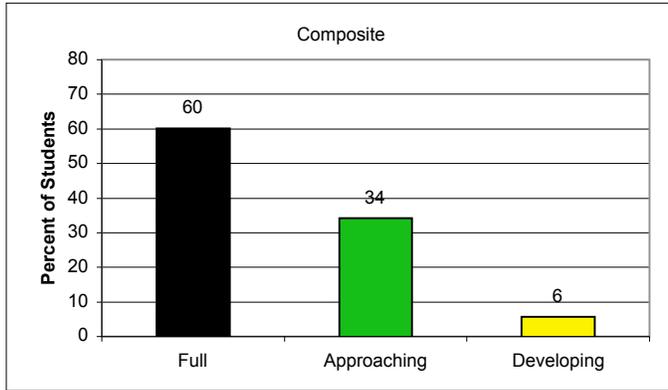
For additional information contact:

Maryland State Department of Education  
Division of Early Childhood Development  
Early Learning Branch  
200 West Baltimore St.  
Baltimore, MD 21201  
410-767-0335

## Definitions

- **Composite Score.** The ratings for the seven domains are combined to provide an overall measure of school readiness.
- **Prior Care.** The categories of early care and education are considered as they impact on school readiness. Prior care reflects kindergarten students' enrollment within 12 months prior to starting kindergarten. The prior care types are as follows:
  1. **Head Start.** A federal pre-school program for 2 to 5 year olds from low-income families; funded by the US Department of Health and Human Services and licensed by the Maryland Department of Human Resources/Child Care Administration and/or local boards of education.
  2. **Prekindergarten.** Public school prekindergarten education for four-year old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).
  3. **Child Care Center.** Child care provided in a facility, usually non-residential, for part or all of the day that provides care to children in the absence of the parent. The centers are licensed by the Maryland Department of Human Resources/Child Care Administration.
  4. **Family Child Care.** Regulated care given to a child younger than 13-years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Family child care is regulated by the Maryland Department of Human Resources/Child Care Administration.
  5. **Non-Public Nursery School.** Pre-school programs with an "education" focus for 3 and 4-year olds; approved or exempted by MSDE; usually part-day, nine months a year.
  6. **Home/Informal Care.** Care by parent(s) or a relative.
- **Students Receiving Special Services.** The following categories of special services are reported for the Kindergarten students.
  - **Limited English Proficient (LEP).** Students who are not born in the United States (US) or whose native language is a language other than English or no age appropriate ability to understand, speak, read, or write English.
  - **Special Education.** Students with disabilities who receive special education services and have a current Individualized Education Plan (IEP).
  - **Free or Reduced Priced Meals.** Students whose applications meet family size and income guidelines for receiving free or reduced priced meals based on the United States Department of Agriculture (USDA) guidelines.

# Maryland - Percentage of Kindergarten Students



## Maryland - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	61	34	5	49	38	14	53	35	12	36	48	16	51	36	14	65	31	5	71	24	5	59	32	9
Asian/Pacific Islander	71	24	4	57	35	8	66	29	5	39	52	9	46	46	8	66	30	4	79	18	2	67	29	4
African American	55	36	9	44	45	12	46	42	11	29	57	14	37	52	11	60	36	4	68	29	3	52	41	7
White	69	26	5	58	36	7	65	29	5	47	47	6	56	39	5	68	29	3	78	20	2	69	28	4
Hispanic	60	33	7	33	47	21	41	43	16	24	55	21	31	51	18	59	34	6	71	25	4	46	43	10
<b>Gender</b>																								
Male	55	36	9	46	42	12	53	36	10	36	52	12	43	47	10	57	38	6	69	27	4	55	38	7
Female	71	25	4	55	37	8	59	34	7	40	51	9	50	44	7	72	26	2	79	19	2	66	30	4
<b>Prior Care</b>																								
Child Care Center	62	32	7	56	37	6	61	34	6	41	51	8	50	44	6	67	30	3	77	21	2	65	32	4
Family Child Care	64	29	7	47	41	12	53	36	11	35	53	11	45	46	9	67	29	4	75	22	3	59	34	7
Head Start	52	39	9	40	47	13	45	43	12	28	59	13	34	56	10	57	39	4	66	31	3	49	44	7
Home / Informal Care	57	34	9	36	46	17	41	43	16	27	55	18	35	50	14	58	36	6	67	29	4	47	43	10
Non-public Nursery	75	23	3	66	31	3	72	25	3	51	45	4	62	35	3	73	25	2	83	16	1	76	23	2
Pre-Kindergarten	65	29	6	53	39	8	59	34	7	39	51	9	48	45	7	65	32	3	75	22	2	63	33	5
<b>Special Education</b>																								
Yes	44	40	16	27	50	23	37	42	21	23	52	25	30	48	22	48	41	11	52	37	11	37	46	17
No	65	30	6	52	39	9	58	35	8	39	52	9	48	45	7	66	31	3	76	22	2	62	33	5
<b>Limited English Proficiency</b>																								
Yes	58	34	8	31	48	21	40	43	16	22	56	22	29	52	19	58	35	7	71	26	4	45	44	11
No	64	30	6	52	39	9	57	35	8	39	51	10	48	45	7	65	32	4	74	23	3	62	33	5
<b>Free and Reduced Price Meals</b>																								
Yes	54	37	9	38	47	15	42	44	14	27	57	16	34	53	13	57	38	5	67	30	4	48	44	9
No	68	27	5	57	36	7	64	31	6	44	49	8	53	41	6	68	28	3	78	20	2	67	29	4
Aggregated Data	63	30	7	50	40	10	56	35	9	38	52	11	46	45	8	64	32	4	74	23	3	60	34	6

\* = fewer than 5

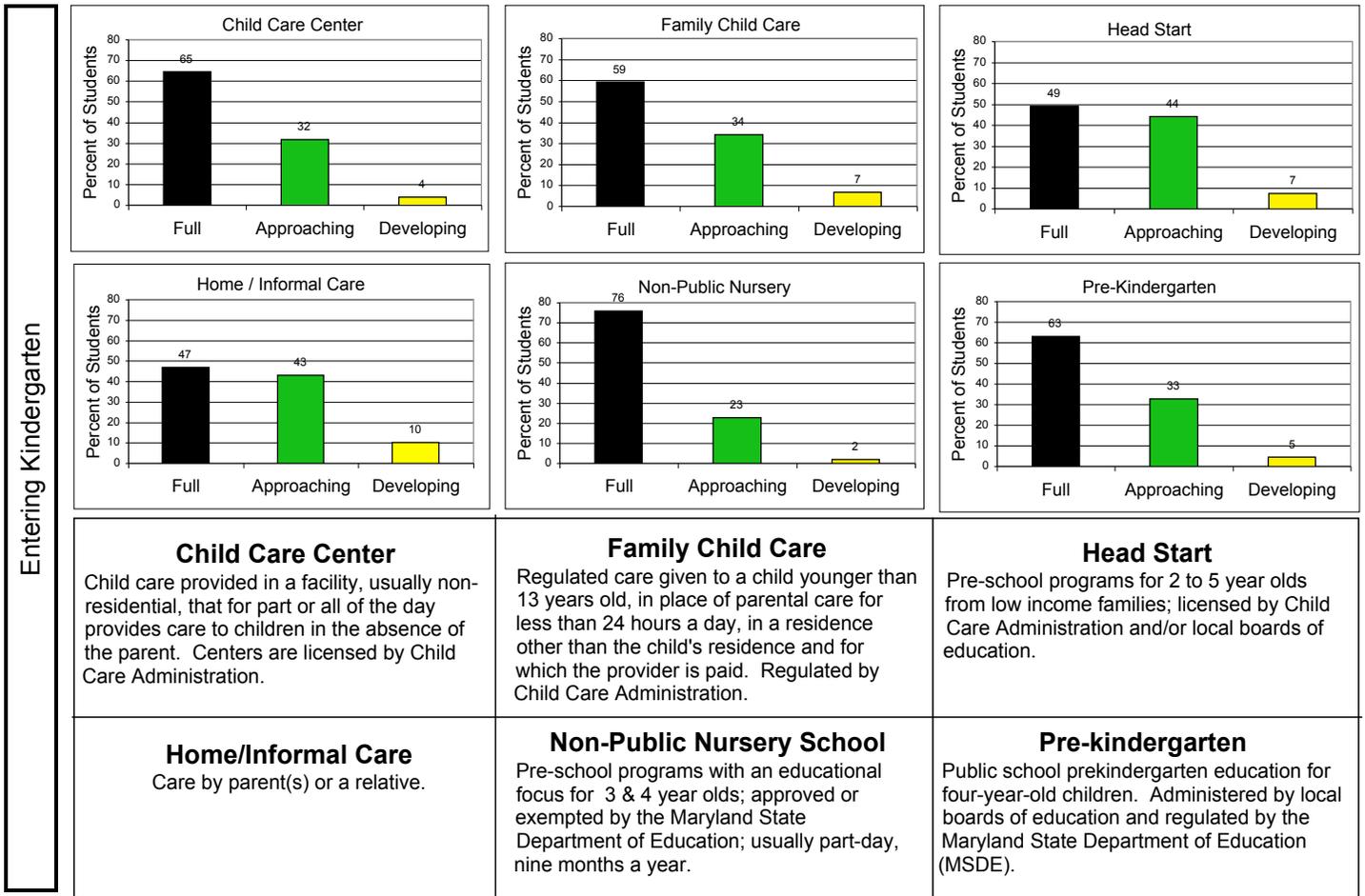
May not total 100% due to rounding.

## Maryland - Number of Kindergarten Students

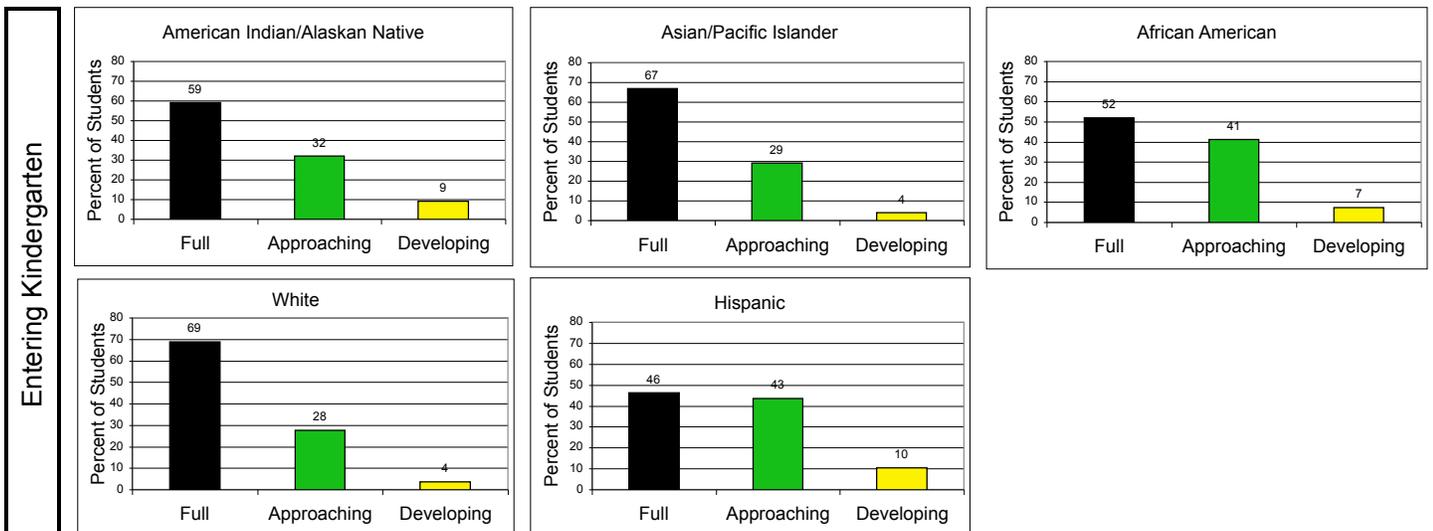
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
<b>Race/Ethnicity</b>																								
American Indian/Alaskan Native	172	95	13	137	106	38	150	99	33	102	135	44	142	100	38	182	87	13	201	68	13	163	88	25
Asian/Pacific Islander	2,152	739	133	1,705	1,062	245	2,002	878	153	1,178	1,553	279	1,399	1,387	230	2,010	912	109	2,416	561	62	1,950	848	117
African American	10,661	7,057	1,741	8,496	6,639	2,257	8,991	8,294	2,240	5,681	11,125	2,636	7,244	10,127	2,075	11,719	6,984	801	13,320	5,558	618	9,793	7,791	1,358
White	17,990	6,789	1,242	15,028	9,210	1,688	17,027	7,651	1,431	12,142	12,191	1,646	14,641	10,162	1,196	17,755	7,466	841	20,441	5,124	565	17,382	6,987	911
Hispanic	3,165	1,729	360	1,718	2,451	1,078	2,167	2,246	866	1,261	2,882	1,090	1,632	2,685	937	3,132	1,816	325	3,753	1,342	188	2,353	2,208	527
<b>Gender</b>																								
Male	15,492	9,942	2,559	12,758	11,824	3,307	15,013	10,243	2,822	10,003	14,511	3,410	12,112	13,090	2,742	15,885	10,593	1,556	19,403	7,649	1,031	14,856	10,327	1,979
Female	18,700	6,534	938	14,368	9,719	2,009	15,371	8,987	1,917	10,397	13,458	2,291	12,986	11,448	1,744	18,970	6,738	537	20,788	5,070	416	16,836	7,662	965
<b>Prior Care</b>																								
Child Care Center	4,317	2,218	459	3,932	2,611	444	4,260	2,358	403	2,857	3,571	558	3,471	3,110	414	4,674	2,121	220	5,390	1,492	146	4,398	2,159	261
Family Child Care	1,547	695	158	1,134	975	279	1,285	864	258	845	1,281	274	1,077	1,098	218	1,616	691	99	1,810	525	65	1,384	792	156
Head Start	1,795	1,337	308	1,373	1,629	429	1,565	1,493	398	962	2,038	433	1,172	1,924	346	1,958	1,344	147	2,285	1,074	91	1,637	1,470	239
Home / Informal Care	6,422	3,866	956	4,048	5,201	1,952	4,607	4,866	1,810	3,053	6,157	2,013	3,954	5,660	1,620	6,510	4,101	648	7,568	3,242	465	5,125	4,720	1,107
Non-Public Nursery	5,886	1,772	206	5,163	2,400	271	5,694	1,985	208	4,016	3,499	313	4,889	2,737	231	5,778	1,945	144	6,538	1,271	82	5,790	1,735	129
Pre-Kindergarten	11,218	5,007	1,049	9,177	6,681	1,370	10,204	5,929	1,187	6,798	8,852	1,596	8,327	7,702	1,234	11,243	5,491	587	13,045	3,895	403	10,573	5,487	759
<b>Special Education</b>																								
Yes	1,978	1,816	729	1,227	2,242	1,042	1,698	1,890	941	1,040	2,350	1,127	1,367	2,149	990	2,159	1,877	500	2,354	1,699	486	1,618	2,027	733
No	32,217	14,665	2,765	25,898	19,306	4,275	28,687	17,345	3,796	19,359	25,613	4,585	23,729	22,390	3,502	32,699	15,454	1,595	37,842	11,021	959	30,076	15,965	2,212
<b>Limited English Proficiency</b>																								
Yes	2532	1469	348	1351	2083	896	1758	1900	712	969	2413	949	1245	2266	837	2516	1534	308	3086	1120	166	1887	1847	475
No	31667	15016	3155	25783	19469	4425	28634	17336	4034	19436	25557	4767	23857	22279	3660	32354	15799	1789	37114	11608	1284	29818	16146	2475
<b>Free and Reduced Price Meals</b>																								
Yes	10,425	7,244	1,713	7,377	9,091	2,850	8,169	8,558	2,693	5,237	11,074	3,040	6,571	10,286	2,510	11,001	7,440	974	12,950	5,740	719	9,043	8,279	1,614
No	23,753	9,231	1,780	19,731	12,454	2,463	22,197	10,673	2,043	15,152	16,881	2,667	18,514	14,239	1,981	23,842	9,886	1,117	27,221	6,980	727	22,631	9,710	1,330
Aggregated Data	34,491	16,638	3,567	27,351	21,757	5,405	30,622	19,434	4,828	20,575	28,199	5,825	25,302	24,762	4,588	35,163	17,511	2,136	40,553	12,854	1,479	31,948	18,196	3,004
* = fewer than 5																								

# Maryland 2005-2006

## Disaggregated by Prior Care Composite Score



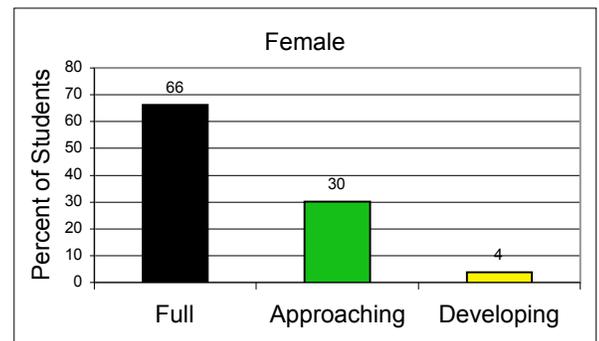
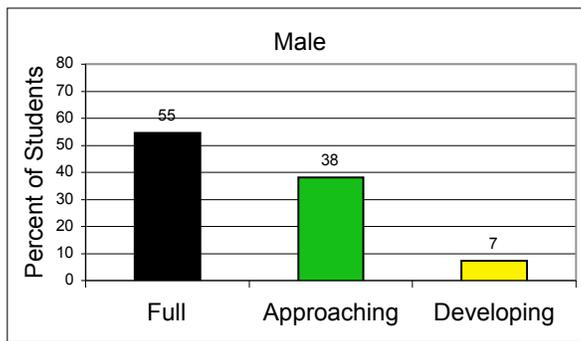
## Disaggregated by Race / Ethnicity Composite Score



# Maryland 2005-2006

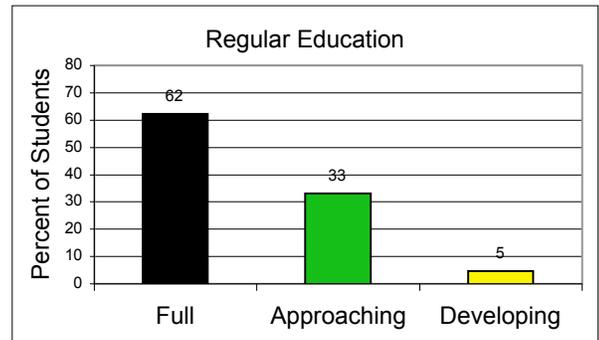
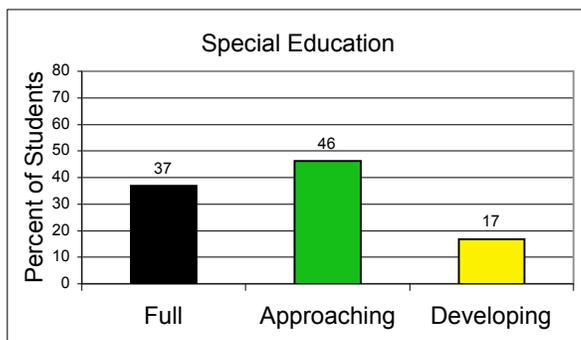
## Disaggregated by Gender Composite Score

Entering Kindergarten



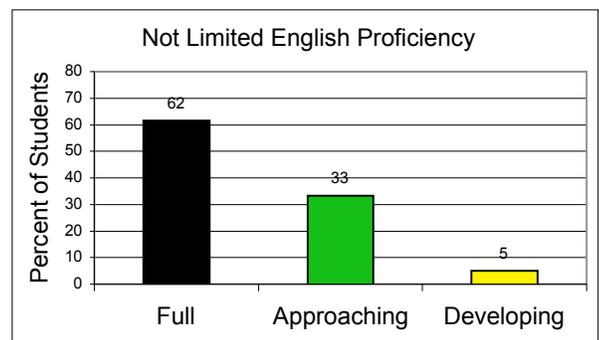
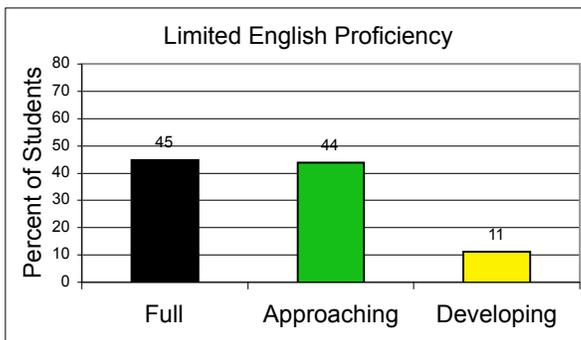
## Disaggregated by Special Education Composite Score

Entering Kindergarten



## Disaggregated by Limited English Proficiency Composite Score

Entering Kindergarten



## Disaggregated by Free and Reduced Price Meals Composite Score

Entering Kindergarten

